



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

First Aid NZ Limited

Date of report: 25 October 2023

About First Aid NZ Limited

First Aid New Zealand (FANZ) is a small private training establishment providing first aid training in the Auckland and Bay of Plenty regions. FANZ also provides medical products for sale and ambulance services at community events.

Type of organisation:	Private training establishment (PTE)
Location:	22 Ocean view Rd, Allied Health Centre, Northcote, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: as at 31 July 2023, 2723 learners (1151 completing unit standards, 1572 completing non-unit standard-based training) Māori learners 14.5 per cent, Pasifika learners 18.8 per cent; learners with a disability – 25 with learning challenges, seven learners with a temporary physical disability, one learner with a permanent physical disability
Number of staff:	Six full-time staff, six part-time
TEO profile:	See FANZ provider page on NZQA website
Last EER outcome:	In the 2019 external evaluation and review, NZQA was Highly Confident in First Aid NZ's educational performance and Confident in the PTE's self-assessment capability.
Scope of evaluation:	<ul style="list-style-type: none">• Focus area 1: Workplace First Aid Level 3 Training Scheme Micro-credential [ID: 126581]• Focus area 2: Workplace First Aid Express training
MoE number:	7157
NZQA reference:	C54051
Dates of virtual EER visit:	15-17 August 2023

Summary of results

First Aid NZ provides successful, valued, contextualised first aid training. The training supports people of varied capabilities and needs to act with confidence and awareness in emergency situations. Comprehensive and regular self-assessment ensures an agile, flexible organisation continuing to meet the needs of stakeholders.

Highly Confident in educational performance

- FANZ's training supports strong achievement of first aid skills and knowledge and the ability to act with assurance at medical emergencies.
- FANZ completes comprehensive, fit-for-purpose self-assessment to support regular organisational and training review. Collation of the data and review of information could provide additional self-assessment opportunities.

Highly Confident in capability in self-assessment

- FANZ understands the value of the outcomes from the training. The PTE engages regularly with all stakeholders to provide inclusive, accessible, contextualised training that learners confirm is applicable to their life and workplace settings.
- Regular contact with stakeholders ensures the training is relevant, current and responsive to emerging needs. Comprehensive moderation confirms valid, consistent assessment.
- FANZ provides comprehensive student learning and pastoral support to ensure successful learning. Sharing experiences and real-world examples supports learners to apply the learnt skills and knowledge effectively.
- FANZ management is clear about the organisation's purpose as well as their personal and business capability. Strong collaborative engagement with advisors and stakeholders supports effective academic leadership, which leads to effective review and informs staff development.

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- FANZ has a strong understanding of its compliance accountabilities and manages these effectively.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement of unit standard-based training is strong (99 per cent). This is consistent with achievement seen at other short-duration course providers. Disaggregated data indicates that Māori, Pasifika and learners with a disability have parity of achievement. FANZ understands the reasons for late completions or non-completions. While these are not related to the training delivered, they have been used to inform programme delivery change and review. Collation of cohort achievement as a whole, plus consistent collection of data relating to learners with a disability would provide historical and long-term understandings that may support overall self-assessment.</p> <p>FANZ also delivers non-unit standard-based training focussed on ensuring learners gain first aid skills and knowledge. All learners who attend this type of training gain a certificate of attendance that outlines the life-saving skills they have gained. Stakeholder feedback attests to the importance of this training for these learners and clients.</p> <p>FANZ training actively fosters increased confidence, leadership and communication skills as learners undertake multiple group scenarios and role plays. Learners and graduates said the training supports retention of the needed knowledge and accurate use of skills under pressure.</p>
Conclusion:	FANZ's training supports strong achievement of first aid skills and knowledge, and provides learners with the ability to act with assurance at medical events when needed. Understanding trends and patterns related to

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	achievement data over time could support further organisational and programme review.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FANZ learners come from iwi-based organisations working with NEET youth (not employed or engaged in training), secondary school students, tertiary students and employed personnel. FANZ understands this diversity of learners and provides the valued outcomes distinct to each stakeholder. Pre-course meetings with clients, pre-course questionnaires and a comprehensive introduction process ensures facilitators are aware of the contexts and needs of each learner. Training is adjusted to provide examples and experiences that relate to the environments each learner operates in.</p> <p>Learners attest to the multiple revision of skills which enhance their confidence to act knowledgeably and quickly. Graduates attest to being able to effectively recall the necessary skills in the short and long term, both at work and at home. Learners who are recertifying appreciate being exposed to new and updated skills each time they return.</p> <p>FANZ captures this formal and anecdotal feedback and uses it to inform decision-making. FANZ engages with communities, industry, provider partners and clients regularly to understand the valued outcomes. The provider is currently revising its processes² to gather further stakeholder feedback to better inform the organisation of the value of the training to all stakeholders.</p> <p>Long-term clients who regularly undertake training with or seek advice from FANZ indicate the success of the PTE's training. Regular contact with Māori and Pasifika community groups has enabled cultural understanding to</p>

² For example, the new website will have a dedicated space where changes to practice, new research and useful information for first aiders will be posted for reference.

	be supported in training provision. An example is the employment of facilitators able to deliver in te reo Māori at marae-based training.
Conclusion:	FANZ understands the value of the outcomes from the training. The PTE engages regularly with all stakeholders to provide inclusive, accessible, relevant training that can be lifesaving.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FANZ regularly contacts stakeholders before and after the courses to ensure the training provided will be and/or was relevant to each stakeholder's context. The PTE's regular contact with industry bodies ensures changes to legislation or industry practices are identified promptly. It also helps to ensure that changes to resources or delivery reflect current practices and methodology.</p> <p>A variety of learning activities such as group work, sharing experiences and discussions meet the learning and cultural needs of the learners and keep them engaged and focussed on necessary skill acquisition. Multiple opportunities to repeat the skills and knowledge in different scenarios ensures retention.</p> <p>Learners feel well supported and prepared for assessment. To ensure academic integrity is maintained, each student completes a different scenario. FANZ gives individual feedback immediately after each scenario is completed. The PTE also provides feedback to the whole group where there is a learning opportunity arising from an assessment. Positive moderation results attest to the consistency, validity and fairness of the assessments.</p> <p>As FANZ is a small business, a review relationship with like providers ensures unbiased internal moderation is completed. At the conclusion of each moderation, FANZ conducts a review of the material and training. Additional input from external moderation, advisory group oversight</p>

	and stakeholder feedback is incorporated. This means programme review occurs regularly. If FANZ collates the changes that have been made, this could provide a historical overview for the self-assessment they are completing.
Conclusion:	Regular contact with all stakeholders ensures the training is relevant, current and reflects individual contexts and needs. Multiple sources of information inform regular programme review. Comprehensive moderation affirms valid, consistent assessment.

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As mentioned, FANZ learners have diverse backgrounds, experiences, capabilities and therefore needs. A long history of working with each client group supported by pre-course information gathered for each course means FANZ is aware of and responsive to a variety of needs and barriers to learning. Along with stakeholder feedback, this has resulted in effective change to course material, course times and learning activities.</p> <p>Learners complete a pre-course questionnaire, and employers/education organisations provide a pre-course brief. Both are used to define the goals, needs, context and learning challenges in each group. Training is adjusted accordingly to ensure the experience is inclusive, accessible and that barriers to learning are minimised. Examples are:</p> <ul style="list-style-type: none"> • Training delivered within a wharehau in te reo Māori and using group work and storytelling as the main teaching tools. • Allowing learners to observe and show their understanding verbally when unable to engage with activities due to trauma, learning difficulties or physical impairment.

	<ul style="list-style-type: none"> • Delivering during evenings or on weekends to meet the time commitments of learners. <p>The feedback about the level of personal support available is used in review.</p> <p>FANZ makes further adjustments or creates opportunities for one-on-one support during introductions or as tutors observe learner activity. Prior experiences are discussed and referred to during training. Learners attest to this making them feel included, and the training more meaningful and applicable to their work and life settings.</p> <p>Tutors have first aid and emergency care backgrounds and provide real-world examples to support learner understanding. Reference manuals and workbooks reflect the course contexts. Tutors support accessibility through talking, demonstration and practice before learners are referred to the documentation.</p> <p>Student support is a strength of FANZ, despite the short duration of the course and the variety of learning styles and capabilities within their client base. The provision of safe, supportive environments for all learners is underpinned by staff awareness and application of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2022. FANZ management is already responding to trends in emerging needs by planning further professional development for staff.</p>
Conclusion:	FANZ provides comprehensive student learning and pastoral support to ensure chances of success are enhanced. Sharing experiences and real-world examples supports learners in a contextualised, inclusive training environment.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FANZ's purpose, values and mission are clear and embedded throughout the organisation's operations. FANZ focuses on providing life-saving skills in an inclusive, accessible training environment. This was apparent in conversations with management and stakeholders.</p> <p>FANZ is a small, multi-faceted business. In recognition of this, the FANZ leadership has fostered collaborative relationships³ to gain expert, external support towards business sustainability, compliance accountability and responsiveness. Drawing on these relationships enabled FANZ to retain staff, refresh training resources, update policies and procedures and complete professional development during the Covid lockdowns. This meant FANZ was immediately prepared for all training demands as restrictions lifted. It also meant FANZ was able to purchase the resources of another first aid provider and grow operations into a new region.</p> <p>FANZ has a director focussed on training and providing effective academic leadership. Regular, deliberate interaction with all stakeholders has informed FANZ's strategic planning. Short, medium and long-term goals have been set and progress measured (and captured) through regular meetings with advisory board members and staff. Stakeholder engagement also informs resource and technology updates that support fit-for-purpose training and review. An example is the planned website update which will provide greater data access for the organisation and continued support for stakeholders.</p>

³ FANZ has an advisory board group and a quality review group which work alongside the directors to provide business, compliance and self-assessment understandings and collaboration. The advisory board consists of business, financial, health and safety, industry and education mentors who guide the FANZ directors. The quality review group comprises representatives from a small group of PTEs who collaborate to support each organisation's review processes.

	<p>FANZ ensures tutorial staff meet consent and moderation requirements for each unit standard delivered. Induction ensures the trainers are confident to train and also complete any outstanding professional development before they deliver.</p> <p>Annual appraisals, observations and professional development days ensure all staff needs are promptly recognised, and that staff remain certified and aware of the changes in both the educational and first aid sectors. Allowing staff the opportunity to work in other parts of the business provides real-world experiences that can be drawn on for training purposes. Staff spoke about being valued, looked after and feeling part of a family.</p>
Conclusion:	<p>FANZ management is clear about the organisation's purpose as well as their personal and business capability. Strong collaborative engagement with advisors and stakeholders supports effective academic leadership, review and staff development.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>FANZ effectively monitors and manages its compliance accountabilities through diarising due dates, using reminders from compliance bodies and auditing their own activity through their connections to the quality review group and advisory board. Regular checks of policies and procedures with advisory experts ensure they remain legal, ethical and reflect current practice. Regular meetings and timely professional development ensure all FANZ staff are aware of and contribute to meeting compliance accountabilities.</p> <p>Memorandums of understanding, certification and appropriate vetting are reviewed at the same time annually to ensure all parties, including FANZ, are aware of their responsibilities and continue to meet them.</p>

	<p>While FANZ does contact NZQA requesting guidance, this evaluation identified some areas where further action or understanding was required. These areas were:</p> <ul style="list-style-type: none"> • The application and notification to NZQA of permanent and temporary delivery sites. The outstanding permanent delivery site application (and subsequent approval) was made at the beginning of the EER. FANZ has instituted a monthly notification of temporary sites. • FANZ's continued to use the interim domestic Code of Practice tools to support annual attestations. During the EER, the evaluators advised the PTE to access the latest gap analysis and self-review reporting tools for the Code. FANZ is now redoing its previous analysis of compliance with the Code. • The possible assessment of expired unit standards. Evidence was provided proving assessment occurred before expiration. However, the lack of date of birth or national student numbers meant reporting was delayed. FANZ has a policy that credit reporting occurs within the month after assessment, but insufficient information hampers the reporting of some results. FANZ is aware of this issue and is working to address it.
Conclusion:	FANZ has a strong understanding of their compliance accountabilities and manages these effectively. The few gaps identified do not have a significant impact, and in the main have already been managed.

Focus areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Workplace First Aid Level 3 Training Scheme Micro-credential [ID: 126581]

Performance:	Excellent
Self-assessment:	Excellent

2.2 Workplace First Aid Express training

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that First Aid NZ Limited:

- Collate all cohort achievement to provide historical and long-term understandings that support the current completed self-assessment.
- Consistently collect and collate data relating to learners with a disability to include in reviews related to priority learner groups.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud⁴*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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